
An Economic Analysis of Literacy Status of Identified Tribal Areas of India

Dr. H.B. Gupta*

Mr. Abhishek Pratap Singh Sachan**

Abstract

The population of Scheduled Tribes (STs) in the country, as per census 2011 is 10.45 crore. STs constitute 8.6 per cent of the country's total population and 11.3 per cent of the total rural population. Tribal communities are in a scattered manner over India. All tribal are having their characteristic features and their issues, with varied culture and lifestyle. Government is continuously trying to do some changes and development for the better education, health and lifestyle to grow them at the same pace as other places do. Several steps have been taken by the central and state government to promote the citizens of a tribal region in all aspects through constitutional provisions with the various schemes. The major issue in those regions is Naxalism, because of which developmental plans and policies will get hindered. This problem needs to be illustrated in detail with causes, effects and solutions. As a result, those tribal communities will create their identity by their own and resist for survival. The only solution to grow those community is to promote and motivate them for education, because states namely, Tamil Nadu, Odisha, Madhya Pradesh, West Bengal and Kerala have shown gap of more than 18 percentage points in literacy rate of STs as compared to the total population during 2011. Through this research paper, authors would like to highlight the problems, challenges and importance of education in the tribal region to grow them economically.

Keywords:

Schedule Tribe,
Education,
Growth,
Development,
Economical.

Copyright © 2020 International Journals of Multidisciplinary Research Academy. All rights reserved.

Author correspondence:

*Prof. & Head, Dept. Of Economics
Institute for Excellence in Higher Education (IEHE), Bhopal
Mail id: guptahb@yahoo.co.in

**Research scholar,
Barkatullah Vishwavidyalaya, Bhopal
Mail id: abhishek.sachan10@gmail.com

1. Introduction:

Instructive backwardness is a particular gender orientation measurement. Instruction framework ought to give another culture of work ethos and a variety of youthful capable, gifted and well prepared objective gathering who will have the option to bear the formative duties. It should improve an individual fit to the necessities of the consistently changing unique world. The organizing or rebuilding of instructive framework ought to likewise add to lessen the social holes by empowering legitimate acknowledgement to whatever degree one can seek after or gain expertise. At this crossroads, it is appropriate to cite Prof. Harbion of Princeton University. He appropriately sees that "HR comprise a definitive reason for the abundance of Nations. Unmistakably a nation which can't build up the abilities and information on its kin and to use them proficiently in the national economy will be not able to create whatever else". Socialization is synonymous with instruction. Rivulet Over composes. "It incorporates any social conduct that aids the enlistment of the kid into enrollment in the general public, or any conduct by which the general public sustains itself through the new age". Margaret Mead characterizes, instruction as the social procedure, the manner by which every infant human newborn child is changed into a full individual from a particular human culture. Both these definitions demonstrate one perspective - socialization or instruction is a social procedure wherein teaching of standards, values mentalities ethics and abilities, the individuals from the general public guarantees

congruity in every age with respect to different parts of society. Socialization in a customary society balances out social standards and qualities. It is basically a traditionalist and culture transmitted procedure. Rudimentary Indian training never brought any extreme advancement of qualities. Be that as it may, with the evolving scene, the idea of instruction is encountering a total trans valuation. Today instruction an incredible specialist of social change. It opens the entryway to modernization. It additionally clears a definite street to financial modernization and progress. Hence, right now endeavor has been made to dissect the instructive status of innate ladies. The present paper highlights the educational status of tribal women on the basis of information provided by the official authorities.

2. Objectives:

Following are the two major objectives of this research paper:

1. To identify the educational status of Tribal Community in India.
2. To identify the job opportunities for tribal women.

3. Research Methodology:

The data for this research paper have been collected from various sources which have been duly acknowledged it means secondary source such as Unified- District Information System for Education (U-DISE), NUEPA All India Survey on Higher Education (AISHE) Reports, MHRD and Census of India, 2011, along with a formula of percentage in all the sections of available data.

4. Data Presentation & Analysis:

Following are the information in tabular and in graph from several sources:

S. No	India / State	Total Population	ST Population	% STs in India/ State to total population of India/ State 8.6	% STs in the State to total ST population in India
		(in lakh)			
	India	12108.55	1045.46		-
1	Andhra Pradesh	493.87	26.31	5.3	2.5
2	Arunachal Pradesh	13.84	9.52	68.8	0.9
3	Assam	312.06	38.84	12.4	3.7
4	Bihar	1040.99	13.37	1.3	1.3
5	Chhattisgarh	255.45	78.23	30.6	7.5
6	Goa	14.59	1.49	10.2	0.1
7	Gujarat	604.4	89.17	14.8	8.5
8	Haryana	253.51	NST	NA	NA
9	Himachal Pradesh	68.65	3.92	5.7	0.4
10	J&K	125.41	14.93	11.9	1.4
11	Jharkhand	329.88	86.45	26.2	8.3
12	Karnataka	610.95	42.49	7	4.1
13	Kerala	334.06	4.85	1.5	0.5
14	Madhya Pradesh	726.27	153.17	21.1	14.7
15	Maharashtra	1123.74	105.1	9.4	10.1
16	Manipur	28.56	11.67	40.9	1.1
17	Meghalaya	29.67	25.56	86.1	2.4
18	Mizoram	10.97	10.36	94.4	1
19	Nagaland	19.79	17.11	86.5	1.6
20	Orissa	419.74	95.91	22.8	9.2
21	Punjab	277.43	NST	NA	NA
22	Rajasthan	685.48	92.39	13.5	8.8
23	Sikkim	6.11	2.06	33.8	0.2

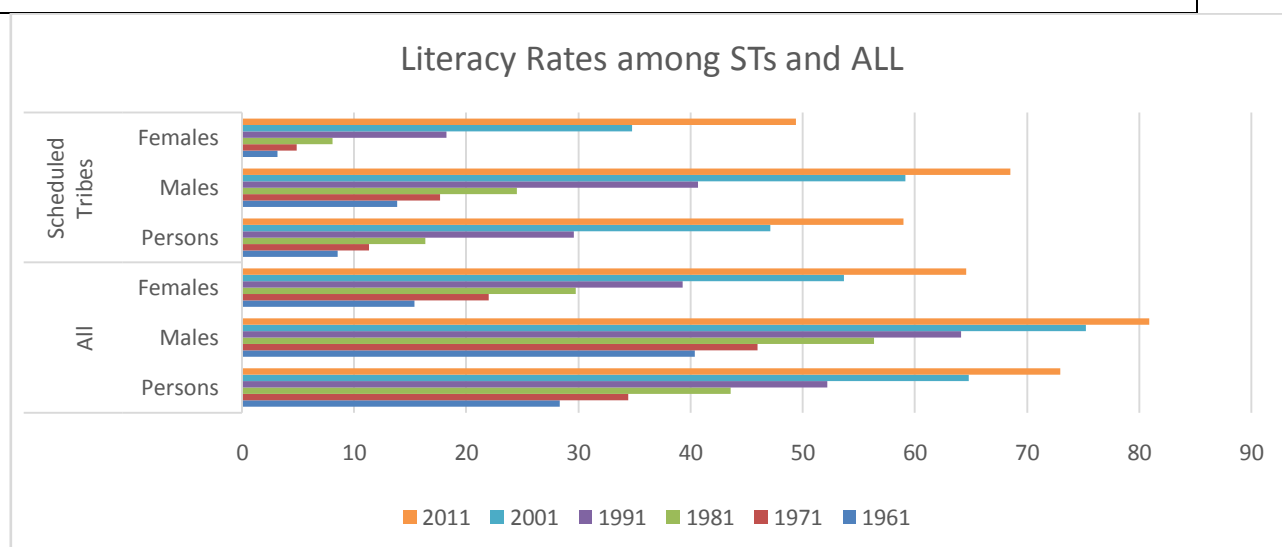
24	Tamil Nadu	721.47	7.95	1.1	0.8
25	Telangana	351.94	32.87	9.3	3.1
26	Tripura	36.74	11.67	31.8	1.1
27	Uttarakhand	100.86	2.92	2.9	0.3
28	Uttar Pradesh	1998.12	11.34	0.6	1.1
29	West Bengal	912.76	52.97	5.8	5.1
30	A & N Islands	3.81	0.29	7.5	0
31	Chandigarh	10.55	NST	NA	NA
32	D & N Haveli	3.44	1.79	52	0.2
33	Daman & Diu.	2.43	0.15	6.3	0
34	Delhi	167.88	NST	NA	NA
35	Lakshadweep	0.64	0.61	94.8	0.1
36	Puducherry	12.48	NST	NA	NA

Source: Census 2011, Office of the Registrar, General, India
NST: No notified Scheduled Tribes (as in 2011), NA: Not Applicable

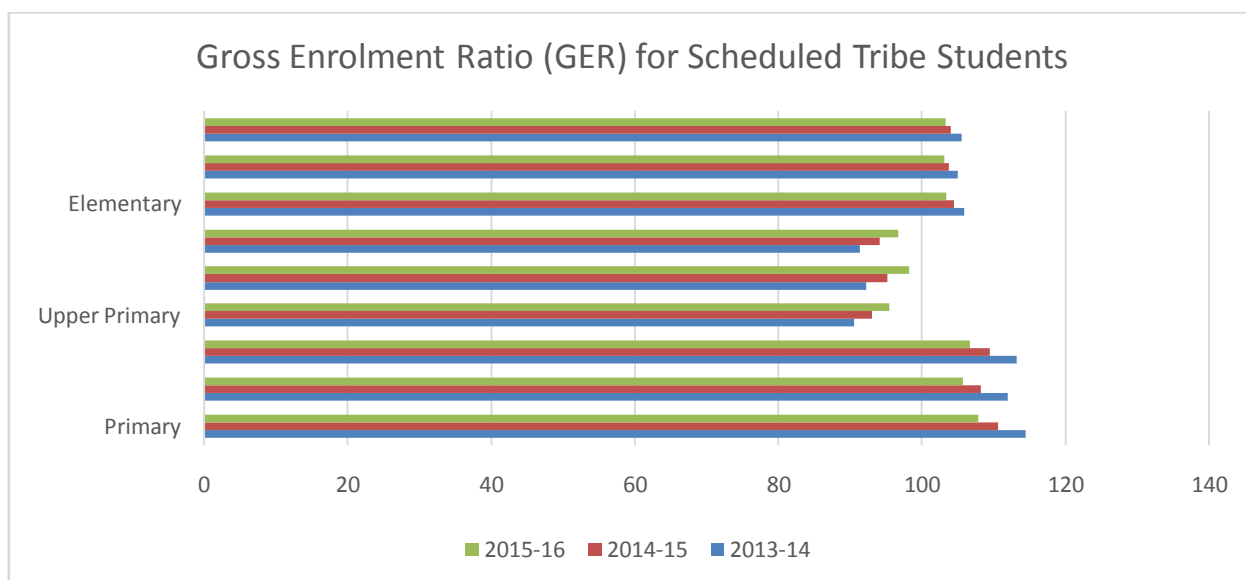
Table 2: Literacy Rates among STs and ALL

Year	All			Scheduled Tribes		
	Persons	Males	Females	Persons	Males	Females
1961	28.3	40.4	15.35	8.53	13.83	3.16
1971	34.45	45.96	21.97	11.3	17.63	4.85
1981	43.57	56.38	29.76	16.35	24.52	8.04
1991	52.21	64.13	39.29	29.6	40.65	18.19
2001	64.84	75.26	53.67	47.1	59.17	34.76
2011	73	80.9	64.6	59	68.5	49.4

Source: Office of the Registrar General, India



Level	Primary			Upper Primary			Elementary		
	(I-V)			(VI-VIII)			(I-VIII)		
Year	6-10 Years			11-13 Years			6-13 Years		
Gender/ Year	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2013-14	114.4	111.9	113.2	90.5	92.2	91.3	105.9	105	105.5
2014-15	110.6	108.2	109.4	93	95.2	94.1	104.4	103.7	104
2015-16	107.8	105.7	106.7	95.4	98.2	96.7	103.4	103.1	103.3



Level/Year	Secondary			Senior Secondary			Higher Education		
	(IX-X) 14-15years			(XI-XII) 16-17years			18-23 years		
	Boys	Girls	Total	Boys	Girls	Total	Male	Female	Total
2013-14	70.3	70.1	70.2	36.7	34.1	35.4	12.5	10.2	11.3
2014-15	71.8	72.6	72.2	39.8	37.8	38.8	15.2	12.3	13.7
2015-16	73.7	75.4	74.5	43.8	42.4	43.1	15.6	12.9	14.2
2016-17	NA	NA	NA	NA	NA	NA	16.7	14.2	15.4

Data Source:

For School Education: Unified- District Information System for Education (U-DISE),
NUEPA

For Higher Education: All India Survey on Higher Education (AISHE) Reports, MHRD

Note: Figures relating to School Education are provisional.

NA: Not available

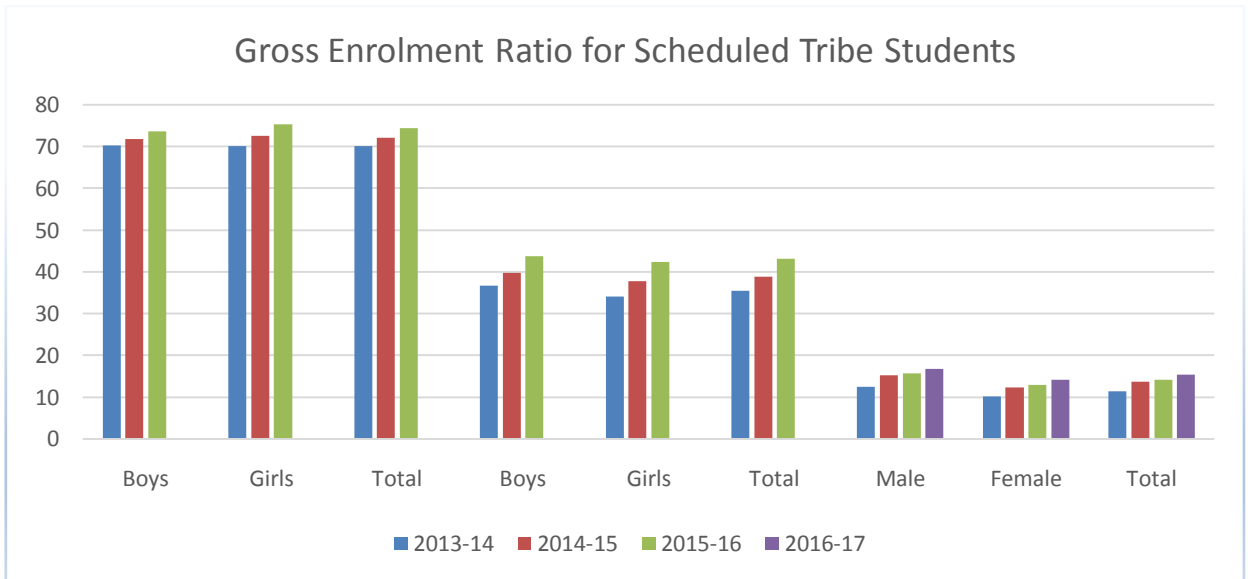


Table 5: Gender Parity Index (GPI) for Scheduled Tribe Students

Level/ Year	Secondary (IX-X)	Senior Secondary (XI-XII)	Higher Education
2013-14	1	0.93	0.81
2014-15	1.01	0.95	0.81
2015-16	1.02	0.97	0.83
2016-17	NA	NA	0.85

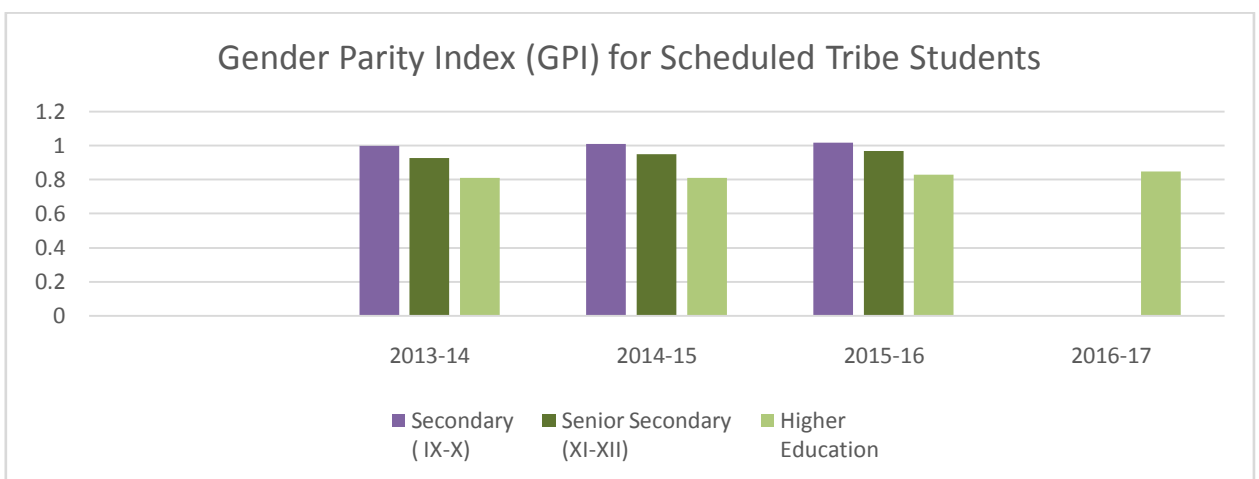
Data Source:

For School Education: Unified- District Information System for Education (U-DISE), NUEPA

For Higher Education: All India Survey on Higher Education (AISHE) Reports, MHRD

Note: Figures relating to School Education are provisional.

NA: Not available



5. Conclusion:

Education and Training to ladies is as important as to men. It makes ladies to locate the correct method to improvement. Indeed, even today in many pieces of the nation, the innate ladies remain saturated with superstitions and obliviousness with men managing their predetermination. The fundamental point of instruction is to change the social standards and examples of life of innate ladies to make them monetarily

free, to sort out themselves to frame solid gatherings in order to examinations their circumstances and states of living, comprehend their privileges and obligations and to empower them to take an interest and add to the advancement of ladies and the whole society. The number of inhabitants in STs is high in certain states and in certain states there are no STs. With respect to the proficiency rates, female education has brought extensively up in the previous four decades both in urban just as provincial zones. Also, the level of Schedule Tribe young ladies in advanced education has been progressively expanding. The reality remains that an enormous number of innate ladies in provincial regions may have botched instructive chances at various stages and so as to enable them assortments of aptitude preparing software engineers must be structured and sorted out. The expertise could be for expecting political administration or for financial independence or even social change.

6. Suggestions:

Following are the suggestions to be incorporated by the respected authority for betterment and optimum utilization of Tribal women's education:

1. Need to frame a regional counselling companies to guide them in appropriate direction.
2. availability of resources in several states are different, which means we need to customize the career opportunity for Tribal women's.
3. Also promote the art and culture in more intensified manner to provide them a platform for their culture.
4. Along with a cultural platform, concern authorities can also provide a suitable market for those product, which has been cultivated and manufactured by Tribal community specially women's.

7. References:

1. Annual Reports of University Grants Commission, New Delhi – 2002.
2. Beijing Platform for Action, Five Years After, Department of Women and Child Development, Ministry of Human Resource Development, Government of India, June, 2000.
3. Census of India – 2011, Government of India,
4. Government of India, Planning Commission, Draft X Five Year Plan, 2002 - 07, Vol.2, P.P.
5. Government of India, Selected Educational Statistics, Ministry of Human Resources, Statistics Division, 2007.
6. Government of India Selected Educational Statistics, 2004 – 05, Ministry of Human Resources Development, Department of Higher Education, Statistics Division, PP 146 – 147, 2007.
7. Ignored Claims; A Focus in Tribal Education in India. (edt) by Nanjunda D.C. Anjali Kurane (etal) Vedams, 2008. Inter India Publications, New Delhi.
8. National Commission for Women 2002, Towards Equality; The Unfinished Agenda, Status of Women in India 2001.
9. National Perspective Plan, Department of Women and Child Development, Government of India, P.P. 67-80, 1988.
10. National Policy for the Empowerment of Women, Department of Women and Child Development, Ministry of Human Resource Development, Government of India, 2001.
11. Recommendations of the Committee on the Status of Women in India, and Views of the Empowered Committee, (Inter – Ministerial), Government of India, Ministry of Education and Social Welfare, 1974. 13. Statistics on Women, National Institutes of Public Co-operation and Child Development, New Delhi, 2007.
12. The Tribal Women in India Vol – 3, S.P. Sharma, A.C. Mittal, Radha Publications, New Delhi, 1998.
13. www.planindia.org/images/education
14. <http://www.unifem.undp.org/cedaw/indexes.htm>.
15. www.nlm.nic.in
16. <https://tribal.nic.in/>
17. <https://www.india.gov.in/official-website-ministry-tribal-affairs>
18. <https://dbtribal.gov.in/>